

# First Steps Early Years Centre

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

First Steps Early Years Centre was registered in 2012. It is one of a number of childcare facilities run by 4Children. It operates from Osmaston/Allenton Sure Start Children's Centre, Allenton, Derby. The nursery is open each weekday from 8am to 6pm, all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 64 children may attend the nursery at any one time. Currently, 113 children attend the nursery. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 17 members of childcare staff, including the manager, who works with the children. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare and safety of children is effectively protected and promoted. Staff value the uniqueness of every child and are developing systems to reflect the diverse world in which they live. A wide range of activities is provided to enable children to make good progress in their learning. Systems to monitor the progress children make is currently under further development. Partnerships are established with both parents and other agencies and contribute to the continuity in children's care and learning. The motivated staff team demonstrate the ability to continuously improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the systems to observe and assess children's learning towards all the early learning goals
- improve opportunities for children to develop and use their home language in their play and learning and understand the similarities and differences between themselves and others
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to promoting and protecting children's safety. Staff have a strong knowledge and understanding of child protection procedures and there are established partnerships in place with safeguarding agencies. Robust recruitment and vetting procedures are in place, which include the ongoing monitoring of staff's overall knowledge and skills. This ensures that all staff continue to be suitable to work with children. All aspects of the setting both indoors and outdoors are subject to thorough risk assessments. This ensures that hazards to children are effectively identified and minimised.

The setting provides an inclusive service and warmly welcomes all children and their families. Effective partnerships are established with the parents of children who attend the setting. Parents have easy access to the comprehensive set of policies and procedures that are in place and these are effective in practice. Parents are supported to be involved in their children's learning. They also have free access to their children's 'learning journey' folder. Although, parents are encouraged to share their children's experiences from home, the information is not contributing to the observation and assessment system used to monitor children's progress. The setting has also developed strong links with other early years providers, such as the local primary schools, to support smooth transitions. For instance, staff make available a detailed written report known as the 'voice of setting' for both parents and primary school teachers.

Effective partnership working with other agencies, such as speech therapists, ensures that children who have special educational needs and/or disabilities are well supported to make good progress. Strategies are being developed to support children for whom English is an additional language. This includes the displaying of children's home languages in the environment. Also staff use some words of children's home language in everyday conversations. Children are learning about differences and diversity through resources, such as books, detailing different religions, puzzles depicting positive images of ethnicity, dolls and posters. However, resources for younger children are more limited. In addition, children are not being made aware of all religious festivals and events. Although, some children explore Chinese New Year, they have not explored other religious occasions that are important to themselves and their families. This may compromise their understanding of the wider world.

Children's care, safety and welfare are well promoted because the enthusiastic and dedicated staff and management team have a good vision of the nursery. Staff have embraced recent challenging changes and are implementing many new systems. Comprehensive self-evaluation systems demonstrate that several initiatives have been successfully developed and a detailed record of plans for future improvements is maintained. For instance, children have free-flow to the outdoors and independently access a free-flow snack system. This develops children's confidence and allows for more choice. The views of parents are obtained as part of the monitoring system. They complete regular questionnaires, which are summarised and their findings are displayed. Parents' comment

positively on the setting. They feel that staff go out of their way to make both parents and children feel safe and comfortable. They state that staff show patience during the settling-in period and are happy to explore new procedures to meet the individual needs of all children to enable them to settle in their own time.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a safe and secure environment and build warm and trusting relationships. Throughout the nursery, those new to the setting receive one-to-one attention and are able to select their favourite toys to play, helping them to settle. All children are reminded of how to keep themselves safe through everyday experiences. For instance, they are gently reminded not to run around with scissors and respond well to clear explanations that are given. Good hygiene practices across the provision help to minimise the risk of spreading infection. For example, children access furniture, toys and equipment, which are regularly cleaned and sterilised and a permanent cleaner has been recently appointed. Children benefit from healthy and nutritious meals that are prepared and cooked on the premises, using fresh produce. For example, they enjoy chicken casserole, rice and vegetables for lunch and benefit from vegetarian options to meet their specific needs. Children also enjoy a free-flow snack time. They decide when to sit and eat their snack, selecting from items such as fresh fruit, tomatoes and cucumber. All children are also provided with regular drinks throughout the day. This helps to keep them well hydrated.

Children are supported to make good progress in their learning and development. Systems are currently being enhanced to use observations to assess and plan for children's individual progress and next steps in learning. This is helping to ensure that challenging learning and development experiences are tailored to meet each child's individual needs. However, some staff members are not fully confident with implementing the new systems. As a result, some children's learning is not being assessed towards all the early learning goals. This may compromise the progress some children make.

Children thoroughly enjoy their time in the nursery and participate in purposeful play and exploration. They are developing well the skills needed for their future success. All children enjoy being creative. They create pictures using paint and different media, which are proudly displayed within their playrooms. Younger children enjoy creating pictures of different forms of transport, while older children benefit from being able to select for themselves which piece of artwork they would like to display on the 'Art Board'. This develops their good self-esteem and confidence. All children are developing their imagination well. Younger children enjoy dressing baby dolls and putting them to bed in the home corner, while older children confidently make their ideas known and decide that the role play corner should be a garage. This ensures that children are constantly motivated and use their language for thinking. Some activities are planned by adults to meet children's specific next steps. For instance, a group of older children thoroughly enjoy a game of skittles and clearly explain the rules and are learning how to take

turns and share. Children are developing their numeracy skills at this time as they record and count the number of skittles, which they knock down, using big numbers such as 23.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met